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EXAMINER	
ZHOU, TING	
ART UNIT	PAPER NUMBER
2173	

NOTIFICATION DATE	DELIVERY MODE
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Please find below and/or attached an Office communication concerning this application or proceeding.

The time period for reply, if any, is set in the attached communication.

Notice of the Office communication was sent electronically on above-indicated "Notification Date" to the following e-mail address(es):

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Office Action Summary	Application No.	Applicant(s)	
	10/616,091	DAVIS, MARK	
	Examiner	Art Unit	
	TING ZHOU	2173	

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE *3* MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1)☒ Responsive to communication(s) filed on *23 January 2009*.

2a)☒ This action is **FINAL**. 2b)☐ This action is non-final.

3)☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

4)☒ Claim(s) *1-7,9-17,19,20 and 22-41* is/are pending in the application.

4a) Of the above claim(s) _____ is/are withdrawn from consideration.

5)☐ Claim(s) _____ is/are allowed.

6)☒ Claim(s) *1-7,9-17,19,20 and 22-41* is/are rejected.

7)☐ Claim(s) _____ is/are objected to.

8)☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

9)☐ The specification is objected to by the Examiner.

10)☐ The drawing(s) filed on _____ is/are: a)☐ accepted or b)☐ objected to by the Examiner.

Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).

Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).

11)☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

12)☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).

a)☐ All b)☐ Some * c)☐ None of:

1.☐ Certified copies of the priority documents have been received.

2.☐ Certified copies of the priority documents have been received in Application No. _____.

3.☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

1) ☒ Notice of References Cited (PTO-892)
2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3) ☒ Information Disclosure Statement(s) (PTO/SB/08) Paper No(s)/Mail Date *1/23/09*.
4) ☐ Interview Summary (PTO-413) Paper No(s)/Mail Date. _____.
5) ☐ Notice of Informal Patent Application
6) ☐ Other: _____.

DETAILED ACTION

1. The amendment filed on 23 January 2009 has been received and entered. Claims 1-7, 9-17, 19-20 and 22-41 as amended are pending in the application.

Claim Rejections - 35 USC § 103

The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

> (a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negatived by the manner in which the invention was made.

2. Claims 1-5, 7, 9-15, 17, 19-20, 22-26 and 28-41 are rejected under 35 U.S.C. 103(a) as being unpatentable over Dyszel (Handspring Visor for Dummies), Sherer U.S. Patent 7,254,782 and Microsoft® Windows Version 5.1, copyright 2001 (hereinafter "Windows").

Referring to claim 1, Dyszel teaches a method of displaying calendar information comprising displaying a first weekly view graphical image on an effective display area of the display screen (i.e. see Fig. 8-3) (Dyszel: page 121), said display screen including an active input area (active areas of the display in which users can make selections, such as the area displaying the "Done", "Details", etc. buttons, shown in Figure 1-3) (Dyszel: page 15); displaying a second weekly view graphical image on the display screen (as shown in Figure 8-3, week 36 is shown; however, the left and right arrow buttons can be selected to display a second, i.e. another week) (Dyszel: page 121), wherein the second weekly view graphical image comprises days of the week and appointment icons therein (i.e. the columns represent the days of the week and bars in

the columns represent appointment icons) (Dyszel: Fig. 8-3, page 121); visually highlighting appointment icons in response to user navigation input (i.e. by tapping on the interface) (Dyszel: page 122); in response to a user selection of a first highlighted appointment icon, automatically displaying a preview window comprising details of said first highlighted appointment icon on said display screen (i.e. see top of Fig. 8-4, which shows the display of a preview window indicating the staff meeting) (Dyszel: page 122), wherein said preview window is displayed simultaneously with the second weekly view graphical image which remains user accessible while said preview window is open (i.e. see Fig. 8-4 shows the display of the preview window indicating the staff meeting on the weekly view) (Dyszel: page 122). However, Dyszel fails to explicitly teach that the active input area is collapsible and is arranged to accept alpha-numeric inputs. Sherer teaches a graphical user interface that displays information and accepts user inputs (the GUI shown in Figure 2 of Sherer) similar to that of Dyszel. In addition, Sherer further teaches an active input area that accepts alpha-numeric inputs (the active input area provides for data entry by the user, including alpha-numeric data entry, as shown in Figure 3) (Sherer: column 4, lines 7-47, column 9, line 61-column 10, line 34 and column 12, lines 18-20) and collapsing the active input area to enlarge an effective display area of the display screen (the active input area, i.e. entry area 235 can be collapsed, thereby hiding the entry area 235, which makes visible other display areas such as the history area 510) (Sherer: column 4, lines 7-47 and column 12, lines 18-20). It would have been obvious to one of ordinary skill in the art, having the teachings of Dyszel and Sherer before him at the time the invention was made, to modify the active input area of Dyszel to include the collapsible active input area of Sherer in order to obtain an active input area for a calendar GUI that receives alpha-numeric inputs and collapses the input

area as desired by the user. One would have been motivated to make such a combination in order to allow a user to have the flexibly of selectively increasing or decreasing the area for display according to his/her own preferences. Furthermore, although Dyszel and Sherer teach removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121), Dyszel and Sherer fail to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open and collapsing the active area input for the display screen to enlarge an effective display area of the display screen. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel and Sherer. Also similar to Dyszel and Sherer, Windows teaches collapsing an active area input for a display screen to enlarge an effective display area of the display screen (the active input area, i.e. the selectable tool bars shown in Screenshot 9 can be collapsed via unselecting the toolbars from the menu, as shown in Screenshots 10-11, in order to enlarge the effective display area of the display screen, i.e. providing the display area without the toolbars, as shown in Screenshot 12). In addition, Windows further teaches removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel, Sherer and Windows before him at the time the invention was made, to modify the GUI that displays preview windows of selected icons of Dyszel and Sherer to include the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a GUI that removes the preview

window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 22, Dyszel teaches a method of displaying calendar information comprising displaying a first monthly view graphical image on an effective area of the display screen (i.e. see Figure 8-5) (Dyszel page 123), the display screen including an active input area (active areas of the display in which users can make selections, such as the area displaying the "Go to" buttons, shown in Figure 8-5) (Dyszel; page 123); displaying a second monthly view graphical image on the effective display area of the display screen (as shown in Figure 8-5, the month of "September" is shown; however, the left and right arrow buttons can be selected to display a second, i.e. another month) (Dyszel: bottom of page 123), wherein said second monthly view graphical image comprises days of the month and appointment icons therein (see Fig. 8-5 with boxes in the day representing appointments in that day) (Dyszel: page 123); visually highlighting days in response to user navigation input (the 7th is highlighted, see Fig. 8-5) (Dyszel: page 123). Dyszel does not explicitly teach in response to a user selection of a first highlighted day, automatically displaying a preview window comprising details of appointments of said first highlighted day on said display screen, wherein said preview window is displayed simultaneously with said second monthly view graphical image which remains user accessible while said preview window is open. However, it would have been obvious to one of ordinary skill in the art, having the teaching of Dyszel before him at the time the invention was made, to

modify the weekly view graphical image with previews (Dyszel: pages 121- 122) as taught by Dyszel to include using previews in a monthly view. One would have been motivated to make such a combination in order to simultaneously preview a selected day in a calendar with a summary of appointments of that selected day (Dyszel: pages 122 and 123). However, Dyszel fails to explicitly teach that the active input area is collapsible and is arranged to accept alpha-numeric inputs. Sherer teaches a graphical user interface that displays information and accepts user inputs (the GUI shown in Figure 2 of Sherer) similar to that of Dyszel. In addition, Sherer further teaches an active input area that accepts alpha-numeric inputs (the active input area provides for data entry by the user, including alpha-numeric data entry, as shown in Figure 3) (Sherer: column 4, lines 7-47, column 9, line 61-column 10, line 34 and column 12, lines 18-20) and collapsing the active input area to enlarge an effective display area of the display screen (the active input area, i.e. entry area 235 can be collapsed, thereby hiding the entry area 235, which makes visible other display areas such as the history area 510) (Sherer: column 4, lines 7-47 and column 12, lines 18-20). It would have been obvious to one of ordinary skill in the art, having the teachings of Dyszel and Sherer before him at the time the invention was made, to modify the active input area of Dyszel to include the collapsible active input area of Sherer in order to obtain an active input area for a calendar GUI that receives alpha-numeric inputs and collapses the input area as desired by the user. One would have been motivated to make such a combination in order to allow a user to have the flexibly of selectively increasing or decreasing the area for display according to his/her own preferences. Furthermore, although Dyszel and Sherer teach removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121), Dyszel and Sherer fail to explicitly teach removing the

preview window in response to a user selection outside of the preview window while the preview window is open. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel and Sherer. Also similar to Dyszel and Sherer, Windows teaches collapsing an active area input for a display screen to enlarge an effective display area of the display screen (the active input area, i.e. the selectable tool bars shown in Screenshot 9 can be collapsed via unselecting the toolbars from the menu, as shown in Screenshots 10-11, in order to enlarge the effective display area of the display screen, i.e. providing the display area without the toolbars, as shown in Screenshot 12). In addition, Windows further teaches removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel, Sherer and Windows before him at the time the invention was made, to modify the GUI that display preview windows of selected icons of Dyszel and Sherer to include the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a GUI that removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claims 2 and 23, Dyszel, as modified, teach the user navigation is obtained from a 5-way navigation tool (the Windows GUI is controlled by a keyboard that comprises a 5-

way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 3 and 24, Dyszel, as modified, teach the user selection is obtained from said 5-way navigation tool (the Windows GUI is controlled by a keyboard that comprises a 5-way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 4 and 25, Dyszel, as modified, teach the 5-way navigation tool comprises a selection button and four cursor directional buttons (the Windows GUI is controlled by a keyboard that comprises a 5-way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claim 5, Dyszel, as modified, teach the user input is obtained from tactile interaction with a digitizer of said display screen (i.e. the screen supports tactile interaction by tapping) (Dyszel: page15).

Referring to claim 7, Dyszel, as modified, teach in response to a user navigation to a second highlighted appointment icon, automatically updating said preview window to display details of said second highlighted appointment icon on said display screen (i.e. clicking on another bar will present information about the other bar) (Dyszel: page 121).

Referring to claim 9, Dyszel, as modified, teach removing the preview window in response to a user selection while the preview window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and returns to the original display shown in Screenshot 9).

Referring to claims 10 and 20, Dyszel, as modified, teach highlighting days of the week (i.e. see Fig. 8-4 where 9/10 is selected, 'Dyszel) and highlighting appointments within a highlighted day (i.e. by clicking on a block representing an appointment) (Dyszel: Fig. 8-4), in response to left/right and up/down navigation, respectively (the left/right and up/down cursor keys are used for navigation throughout the Windows GUI; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 11, 15, 17 and 19, claims 11, 15, 17 and 19 differ from claim 1, 5, 7 and 9 only in that claims 11, 15, 17 and 19 are system type claims with memory (Dyszel: 208) and processor (Dyszel: page 13, line 4) on a bus whereas claims 1, 5, 7 and 9 are method claims. Thus, claims 11, 15, 17 and 19 are analyzed as previously discussed with respect to claims 1, 5, 7 and 9 above.

Referring to claims 12, 13 and 14, claims 12, 13 and 14 differ from claim 2, 3 and 4 only in that claims 12, 13 and 14 are system type claims with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus whereas claims 2, 3 and 4 are method claims. Thus, claims 12, 13 and 14 are analyzed as previously discussed with respect to claims 2, 3 and 4 above.

Referring to claim 26, Dyszel, as modified, teach the user input is obtained from tactile interaction with a digitizer of a said display screen (i.e. the screen supports tactile interaction by tapping) (Dyszel: page 15).

Referring to claim 28, Dyszel, as modified, teach in response to a user navigation to a second highlighted day, automatically updating said preview window to display details of

appointments of said second highlighted day on said display screen (i.e. clicking on another bar will present information about the other bar) (Dyszel: page 121).

Referring to claim 29, Dyszel, as modified, teach displaying a full day view of said first highlighted day in response to a user selection provided said preview window is already open (i.e. tapping on a day in Month view will display the Day view for that day) (Dyszel: page 123).

Referring to claim 30, Dyszel, as modified, teach displaying a full day view of said second highlighted day in response to a user selection provided said preview window is already open (i.e. tapping on a day in Month view will display the Day view for that day) (Dyszel: page 123).

Referring to claims 31 and 41, Dyszel, as modified, teach highlighting days of the month across a common row (Dyszel: see Fig. 8-5 where the 7th is selected); and highlighting days of the month across a common column within-a highlighted day (i.e. by clicking on a block representing an appointment) (Dyszel: Fig. 8-4), in response to left/right and up/down navigation, respectively (the left/right and up/down cursor keys are used for navigation throughout the Windows GUI; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 32, 36, 38, 39, and 40, claims 32, 36, 38, 39, and 40 differ from claims 22, 26, 28, 29 and 30 only in that claims 32, 36, 38, 39, and 40 are system type claims with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus whereas claims 22, 26, 28, 29 and 30 are method claims. Thus, claims 32, 36, 38, 39, and 40 are analyzed as previously discussed with respect to claims 22; 26, 28, 29 and 30 above.

Referring to claims 33, 34 and 35, claims 33, 34 and 35 differ from claims 23, 24 and 25 only in that claims 33, 34 and 35 are system type claims with memory (Dyszel: page 208) and

processor (Dyszel: page 13, line 4) on a bus whereas claims 23, 24 and 25 are method claims. Thus, claims 33, 34 and 35 are analyzed as previously discussed with respect to claims 23, 24 and 25 above.

Referring to claim 37, Dyszel teaches a computer system comprising a memory coupled to a bus (Dyszel: page 208); a processor coupled to the bus (Dyszel: page 13, line 4); and a display screen coupled to the bus (Dyszel: screen show in Figure 1-2 on page 12), that is substantially square in shape (i.e. Fig. 8-3 shows a square shape display) (Dyszel; page 121), the memory comprises instructions for implementing a method comprising displaying a monthly view graphical image on an effective area of the display screen, wherein said monthly view graphical image comprises days of the month and appointment icons therein (see Fig. 8-5 with boxes in the day representing appointments in that day) (Dyszel: page 123); visually highlighting days in response to user navigation input (the 7th is highlighted, see Fig. 8-5) (Dyszel: page 123). Dyszel does not explicitly teach in response to a user selection of a first highlighted day, automatically displaying a preview window comprising details of appointments of said first highlighted day on said display screen, wherein said preview window is displayed simultaneously with said view graphical image which remains user accessible while said preview window is open. However, it would have been obvious to one of ordinary skill in the art, having the teaching of Dyszel before him at the time the invention was made, to modify the weekly view graphical image with previews (Dyszel: pages 121- 122), as taught by Dyszel to include using previews in a monthly view. One would have been motivated to make such a combination in order to simultaneously preview a selected day in a calendar with a summary of appointments of that selected day (Dyszel: pages 122 and 123). However, Dyszel fails to explicitly teach using a

folding mechanism to change the display mode of the display screen. Sherer teaches a graphical user interface that displays information and accepts user inputs (the GUI shown in Figure 2 of Sherer) similar to that of Dyszel. In addition, Sherer further teaches switching between a small display mode and a tall display mode using a folding mechanism (users can change the size of the area for display by using a folding mechanism, i.e. expanding or collapsing the divider) (Sherer: column 4, lines 7-47) . It would have been obvious to one of ordinary skill in the art, having the teachings of Dyszel and Sherer before him at the time the invention was made, to modify the display screen of Dyszel to include the changing of the display mode using a folding mechanism of Sherer in order to obtain a calendar display screen that is switchable between a small display mode and a tall display mode using a folding mechanism. One would have been motivated to make such a combination in order to allow a user to have the flexibly of selectively increasing or decreasing the area for display according to his/her own preferences. Furthermore, although Dyszel and Sherer teach removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121) and switching between a small display mode and a tall display mode using a folding mechanism (Sherer: column 4, lines 7-47), Dyszel and Windows fail to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open and the display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel and Sherer. In addition, Windows further teaches removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user

clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9) and that the display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape (Screenshots 5-6 show the transition/switch between a small display mode that is substantially square in shape, as shown in Screenshot 5, to a tall display mode which is substantially rectangular in shape, as shown in Screenshot 6). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel, Sherer and Windows before him at the time the invention was made, to modify the removal of the preview window displaying details of appointments icons and the switching between two display modes using a folding mechanism of Dyszel and Sherer to include the removal of windows via selection outside of the window and the switching of the display between a square shape and a rectangular shape, as taught by Windows, in order to obtain a graphical user interface that is switchable between a small display mode that is substantially square in shape and tall display mode that is substantially rectangular in shape using a folding mechanism, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

3. Claims 6, 16 and 27 are rejected under 35 U.S.C. 103(a) as being unpatentable over Dyszel (Handspring Visor for Dummies) and Microsoft® Windows Version 5.1, copyright 2001 (hereinafter "Windows").

Referring to claim 6, Dyszel teaches a method of displaying calendar information comprising displaying a weekly view graphical image on a display screen (i.e. see Fig. 8-3) (Dyszel: page 121), wherein the weekly view graphical image comprises days of the week and appointment icons therein (i.e. the columns represent the days of the week and bars in the columns represent appointment icons, see Fig. 8-3) (page 121); visually highlighting appointment icons in response to user navigation input (i.e. by tapping on the interface) (Dyszel: page 122); in response to a user selection of a first highlighted appointment icon, automatically displaying a preview window comprising details of said first highlighted appointment icon on said display screen (i.e. see top of Fig. 8-4) (Dyszel: page 122), wherein said preview window is displayed simultaneously with said weekly view graphical image which remains user accessible while said preview window is open (i.e. see Fig. 8-4) (Dyszel: page 122). However, although Dyszel teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121) and a display mode that is substantially square in shape (i.e. Fig. 8-3 shows a square shape display) (Dyszel; page 121), Dyszel fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open and the display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape using a sliding mechanism. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches the

display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape using a sliding mechanism (Screenshots 5-6 show the transition/switch between a small display mode that is substantially square in shape, as shown in Screenshot 5, to a tall display mode which is substantially rectangular in shape, as shown in Screenshot 6; Screenshot 6 is obtained by the user selecting a corner of the display in Screenshot 5 and sliding it, i.e. dragging it into the bigger display mode) and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the GUI that displays a square display mode and removes the preview window displaying details of appointments icons of Dyszel to include the switch between a small display mode and a tall display mode using a sliding mechanism, and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a graphical user interface that is switchable between a small display mode and tall display mode using a sliding mechanism, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 27, Dyszel teaches a method of displaying calendar information comprising a display screen with a display mode that is substantially square in shape (i.e. Fig. 8-3 shows a square shape display) (Dyszel; page 121) and an active input area (active areas of the display in which users can make selections, such as the area displaying the "Go to" buttons, shown in Figure 8-5) (Dyszel; page 123); displaying a monthly view graphical image on an effective area of the display screen, wherein said monthly view graphical image comprises days of the month and appointment icons therein (see Fig. 8-5 with boxes in the day representing appointments in that day) (Dyszel: page 123); visually highlighting days in response to user navigation input (the 7th is highlighted, see Fig. 8-5) (Dyszel: page 123). Dyszel does not explicitly teach in response to a user selection of a first highlighted day, automatically displaying a preview window comprising details of appointments of said first highlighted day on said display screen, wherein said preview window is displayed simultaneously with said view graphical image which remains user accessible while said preview window is open. However, it would have been obvious to one of ordinary skill in the art, having the teaching of Dyszel before him at the time the invention was made, to modify the weekly view graphical image with previews (Dyszel: pages 121- 122), as taught by Dyszel to include using previews in a monthly view. One would have been motivated to make such a combination in order to simultaneously preview a selected day in a calendar with a summary of appointments of that selected day (Dyszel: pages 122 and 123). Furthermore, although Dyszel teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: pages 121), Dyszel fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open, collapsing an active

input area for a display screen to enlarge an effective display area of the display screen, and the display screen being switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape using a sliding mechanism. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches the display screen being switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape using a sliding mechanism (Screenshots 5-6 show the transition/switch between a small display mode that is substantially square in shape, as shown in Screenshot 5, to a tall display mode which is substantially rectangular in shape, as shown in Screenshot 6; Screenshot 6 is obtained by the user selecting a corner of the display in Screenshot 5 and sliding it, i.e. dragging it into the bigger display mode) and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the GUI that displays a square display mode and removes the preview window displaying details of appointments icons of Dyszel to include the switch between a small display mode and a tall display mode using a sliding mechanism and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a graphical user interface that is switchable between a small display mode and tall display mode using a sliding mechanism, and removes the preview window in response to user selection

outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 16, claim 16 differs from claim 6 only in that claim16 is a system type claim with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus whereas claim 6 is a method claim. Thus, claim 16 is analyzed as previously discussed with respect to claim 6 above.

Response to Arguments

4. Applicant's arguments with respect to claims 1, 11, 22, 32 and 37 (and their corresponding dependent claims) have been considered but are moot in view of the new ground(s) of rejection.

5. Applicant's arguments filed 1/23/2009 with respect to claims 6, 16 and 27 have been fully considered but they are not persuasive: The applicant argues that both Dyszel and Windows fail to disclose any mechanism to switch a display screen from square to rectangular shape, let alone a sliding mechanism. The examiner respectfully disagrees. Screenshot 5 shows the display screen being a small display mode that is substantially square in shape, i.e. the window for the display of document3 is displayed in a substantially square shape; Screenshot 6 shows the display screen being in a tall display mode that is substantially rectangular in shape, i.e. the windows for the display of document3 is displayed in a substantially rectangular shape.

Furthermore, the change between Screenshots 5 and 6 is obtained via a sliding mechanism; specifically, the user uses a sliding mechanism such as selection of a corner of the square display in Screenshot 5 and sliding, or dragging it bigger, which results in the rectangular display in Screenshot 6. Therefore, the examiner respectfully argues that this sliding motion used to change the display from the one shown in Screenshot 5 to the one shown in Screenshot 6 teaches the subject limitation.

6. Applicant's amendment necessitated the new ground(s) of rejection presented in this Office action. Accordingly, **THIS ACTION IS MADE FINAL**. See MPEP § 706.07(a). Applicant is reminded of the extension of time policy as set forth in 37 CFR 1.136(a).

A shortened statutory period for reply to this final action is set to expire THREE MONTHS from the mailing date of this action. In the event a first reply is filed within TWO MONTHS of the mailing date of this final action and the advisory action is not mailed until after the end of the THREE-MONTH shortened statutory period, then the shortened statutory period will expire on the date the advisory action is mailed, and any extension fee pursuant to 37 CFR 1.136(a) will be calculated from the mailing date of the advisory action. In no event, however, will the statutory period for reply expire later than SIX MONTHS from the date of this final action.

Conclusion

Any inquiry concerning this communication or earlier communications from the examiner should be directed to TING ZHOU whose telephone number is (571)272-4058. The examiner can normally be reached on Monday - Friday 8:00am - 5:00pm.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Kieu Vu can be reached on (571) 272-4057. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see http://pair-direct.uspto.gov. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free). If you would like assistance from a USPTO Customer Service Representative or access to the automated information system, call 800-786-9199 (IN USA OR CANADA) or 571-272-1000.

/Ting Zhou/
Primary Examiner, Art Unit 2173